

CHILD STUDY

A QUARTERLY JOURNAL  
of PARENT EDUCATION

FALL, 1946

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Forty-five cents a copy      Vol. XXIV, No. 1      \$1.50 a year

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CHILD STUDY reentered as second class matter December 6, 1939, at the Post Office at New York, N. Y., under the Act of March 3, 1879. Copyright, 1946, by Child Study Association of America, Inc. Published by the Child Study Association, 221 West 57th Street, New York 19, N. Y. Quarterly in Fall, Winter, Spring and Summer issues; published in November, February, April and June. 45 cents a copy, \$1.50 a year. Add 25c for all foreign subscriptions.

HEADLINES



The years ahead must see a closer co-operation of home, school and community in developing sound understanding of human relations. All three must see as a common goal the need for helping children to learn to understand themselves and to live with others. A democratic society thrives on such understanding. The role of the school in this important task is here emphasized.



Articles for this issue are based on talks which were delivered at the Spring, 1946, Conference of the Child Study Association of America. Our contributors include: Ernest O. Melby, Dean of the School of Education at New York University; James Marshall, member of the Board of Education of the City of New York; Alice Stewart, Research Associate of the Institute of School Experimentation, Teachers College, Columbia University, New York; Harold Taylor, President of Sarah Lawrence College, Bronxville, New York, and Sidonie M. Gruenberg, Director of the Child Study Association.

*Science Contributes* is based on studies conducted by a group of scientists working with Dr. C. Anderson Aldrich, Director of the Rochester Child Health Project, Section on Pediatrics at the Mayo Clinic, Rochester, Minn.



The subject of the next issue of CHILD STUDY will be "The Child's Emotional Health."

## GUEST EDITORIAL

WE recognize today as never before that schools and educators will determine the future of humanity. This must give us a feeling of serious purpose and make us approach our tasks with more consecration than ever.

THREE problems seem to me so overpowering in their significance for the world that educators and parents will have to keep them constantly in mind. One of these is the relationship among nations. The second is the relationship of races. The third is the problem of full employment and a stable economy at home.

THE stability of our world and world peace in general depend upon the success of the United Nations Organization. Yet we cannot leave everything to that organization without making sure of the success of our institutions right here in America. The forms which our society and our economy will take depend very definitely upon our solutions of the problem of human relationships within our borders.

FOREIGN countries do not take the United States seriously in its protestations of democracy and its regard for human values. People abroad are aware how we treat some of the minority groups in our midst. Until we actually practice democracy and our faith in human values, other peoples will not take our claims seriously.

IN THE world into which we are moving, we will be the principal representatives of a relatively free economy and of a considerable amount of civil liberties. If our way of life works, it is going to have a profound effect upon all the rest of the world. If we fail, misunderstandings among the nations are sure to increase, and no one can foretell what the outcome will be.

THE success of our institutions at home will thus be important not only to us, but to the stability of our entire world. That success will depend upon our developing a different kind of education, a better home life, a better community. It will also depend on our ability to make our country a better place in which to live.

TO THAT end, two things seem of paramount importance. First, we must renew our zeal and enthusiasm and devotion to the teaching of the basic idea of democracy, namely, *the worth and dignity of the individual human being*. Our education must be more sensitive to the welfare of children and of all human beings, and it must be more creative. We must place more emphasis upon the uniqueness of each human spirit, or each personality.

SECOND, we must stress constantly our individual and collective responsibilities for our fellow men, regardless of color or creed or economic status. Only in a democratic and cooperative society can we assure individual human beings the freedom and the opportunity for their fullest creative development.

WHEN we help every child to live more cooperatively with his fellows, we are not only building a better society at home, but we are laying the foundation for peace in the world as a whole. With atomic energy on the loose, we must learn to live together. If we do not, we are all going to die together. The functions and responsibilities of teachers and parents have taken on a significance and power for human good that they have never had before.

ERNEST O. MELBY,  
*Dean of the School of Education,  
New York University.*



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# Education for Better Human Relations

JAMES MARSHALL

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IT HAS been said recently that we have seen the last of the gunpowder wars. If we are to meet the new conditions of the world, it would be good to be able to say that we had seen the last of verbal education. I do not see how we can condition ourselves for a world of atomic fission and chain reactions if we still cling as much as we do to faith in words. We know what "bigotry" looks like and means on paper, but do we know what prejudice means in action? Our own deficiencies in this respect, serious as they are, are nothing compared to those of educators in other parts of the world.

Education is a process of conditioning ourselves and adjusting ourselves. We must adjust ourselves to the past, which is always with us, and for this, verbal gunpowder has proven reasonably satisfactory. We must adjust ourselves to the blossoming within us of the future and our formal academic education based as it is on "book learning" has made us inadequately adaptable to the new developments. We have not relied so much on verbal gunpowder to maintain our physical condition and to develop our technology and have therefore done a fairly good job in conditioning ourselves to things physical and technological, although we have not yet developed the setting-up exercises to prepare us for "chain reactions."

Our verbal gunpowder has, however, been no good in the human relations of life. Every day we can see in our schools and in other educational processes that it is not the *words* but the *reactions* of people to one another that determine their adjustments. How can our educators be made aware of this fact? How can they develop educational procedures which will make us as skillful in human affairs as we are now in technological affairs?

More than anything else I think the verbal gunpowder of our education has failed to adjust us to our own souls. This adjustment, the adjustment of ourselves to our own souls, seems to me to be the most important thing. It is the one thing above all others that can give us the strength of purpose and the peace of mind to face the disorganization of the years immediately ahead.

It is not merely the positive values of making peace

with one's own soul that are important. The negative effects of a failure to understand ourselves is damning. For out of such failure comes frustration, insecurity, and a sense of guilt and these lead to hatred, aggression, and destruction. Our recurring wars are evidence of our failure to learn how to get along with ourselves and with one another. The schooling of the future, if the world is to be saved from its hatred, aggressions, and destructions, must, it seems to me, deal less with verbal gunpowder which educates us intellectually and more with the kind of education which considers those emotional problems which help to make us feel at home with ourselves, and with our own friends and our own families and with other people who are around us, wherever they may be.

Education by the use of verbal gunpowder alone is generally, throughout the world, keyed to conditioning people either to subservience or to competitive individualism. Look around and see what happens in the schools. I was abroad recently and saw the schools of several countries, and it seemed to me that particularly in the schools of the common people, the primary schools, the emphasis was on a kind of education which leads to subservience. They had what I would like to call the "Question and Pounce" method. The teacher would ask a question and look very knowingly around the room. The students would all appear eager to answer while they wondered who was going to have the great misfortune of having the teacher's anger thrown upon him. The teacher, with an air of great learning, would say, "You," and the child thus pointed out would answer. The teacher would say to another child, "How about you?" and someone else would give the answer. This would continue until the whole class had given the same answer. This "Question and Pounce" method is, I think, a very successful method for creating subservience, and as far as I could see, it was the principal method used in the primary schools of Europe.

I went on to the Lycées and the grammar schools—the schools where the élite went—and there I found education for competition. It seemed as though any



child who didn't throw his arm out of its socket trying to get the teacher to recognize him was a dismal failure.

Here in the United States we are not free from these errors of education for subservience and competition. We have combined and confused them often by emphasizing the old idea of classroom discipline for docility, and by stressing competitive marks. We are confused about the distinction between democracy and anarchy. Although great teachers have always understood this distinction, it is only in recent years that any substantial number of educators have appreciated the importance of teaching youngsters how to work together and how to discover their powers through mutual respect rather than by shoving ahead their own egos or saying "yes ma'am" to authority.

I firmly believe that we could educate a good human race. I hope it will be before atomic fission breaks loose on too large a scale. You go from country to country and find that children, particularly little children, are very much the same. There are differences in coloring and size, and, of course, in physical wellbeing, but children, as human beings, are essentially the same. They know no barriers of race or creed or even ideology. Then comes the training, and oh, the difference! Then it becomes important whether they are trained for docility or independence, for cooperation or anarchy, for generosity or bigotry.

The crucial time to learn is to live with others when one is little; the crucial place for this initial

adjustment is in the home—in the school to a large extent, but essentially in the home. Therefore the problem of family relationships becomes essential. It is with family relationships that the schooling for the future must deal more and more. Nursery schools are accepted as normal in France, Belgium and England. It is strange that they are not better accepted here. I think the reason is that they are not sufficiently understood. I think a further reason is that in spite of our attempts to bring mothers into nursery schools we have not made parents feel that the training of the mother is as important as the training of the infant. Yet the primary family relationships in which mothers play so large a part are vital in the matter of conditioning ourselves to the new world, and to human relations.

I should like to see us change the name of our first schools for children from nursery school to "mother and child school." I should like to see the state require every mother to spend a half day a week or a half day a fortnight or some other definite time studying child care while her little child is in the school. I should like, too, to see the state pay women for the time they spend at this, if they are working women and must by so doing forfeit a part of their pay.

The concept of a "mother and child school" seems to me to be a basic idea for the school of the future and for conditioning ourselves to the world as it will be. This may be a first step in getting away from the verbal education which has blocked the progress of the human race.

## Secondary Schooling in Our Day

ALICE STEWART

WHAT are our young people saying today? One class of 1942 gave to its high school commencement script the title: "For Ours Are the Coming Years." In that script this class, the first to go out of high school after Pearl Harbor, reviewed their school life, faced a world at war, and ignoring those who said that in the midst of war, the war must be fought first and all else wait, insisted: "No, we are going to look ahead." "Let us say we have won the war and now we must build the peace," they wrote. There was to be no more war, they asserted, and all the world was to be one nation. People would distrust violence, respect the rights, the religious beliefs, and the culture of others.

Prejudice and doubts forgotten, black, white and yellow would work side by side. "It would be a place where all would have enough to eat, places fit to live in, jobs to do, leisure and places to spend it." So they wrote.

In the midst of all this idealism they stopped to listen to the voices of their enemies, "deadly, determined, able to destroy everything we believe in. They stand between us and a better world just as war, disease, unemployment, crime and inequality stand in the way of our march forward. These voices of reaction are democracy's enemies." But with the optimism of youth, the script writers said they would build a new world on the ruins of the old—"a world



full of understanding, in which false values and useless traditions of an old life are shattered." The script went on to say, "We have to be prepared for the adventure of living. Education will help us prepare, an education which meets the needs of every boy and girl, every man and woman. We must learn to practice the ways of democracy."

These were the words written and spoken a few months after Pearl Harbor by young high school boys and girls. They had had an expensive and good education. The boys left to enter college for a short time, and then went on to war. Would we agree that they had set the goals of education rather well?

Now in 1946 they are back and are asking, "Why did we meet so few soldiers or sailors who knew or cared why we were at war? Why couldn't our soldiers get along with the people in Europe?"

Back in college, one veteran writes, "None of my courses answers the questions I've been asking these three years that I've been away. Not only that worries me about my college course, but I don't like being told what to do all the time just to meet requirements." This is a group of young people who, having had experience in high school in doing so, want a hand in planning their college education to meet their needs.

The girls who rushed through college at an increased rate of speed to get jobs, are saying, "Where now?" One said, "That was my line—for ours are the coming years—but what do they hold? What about graduate study, what about jobs? Didn't we talk of homes, husbands and children? How many of us will realize our hopes?"

Some of our young people believe that teaching is the answer. They say, "We talked about the kind of world we wanted to build and now we know this is the only way to do it." One is at Oak Ridge, and writes, "I know nothing about teaching but the progressive way I was taught. Although I'm young and inexperienced, it seems to work. My eighth graders can run their own classes and take responsibility for what they do."

One boy who was attached to the psychiatrist of his outfit in the Army recording case histories, confirmed his judgment that guidance of school children was the most important work there was to be done. He said, of the boys who did not adjust to Army life, "You see, it wasn't the war. Those boys got started wrong and the schools didn't do anything about it."

Listen to two more students from this group (there could be many more) who went out as workers in

industry to prepare to go into workers' education and labor organization. "Surely," they write, "the most important thing is to find the answer to labor conflict in our industrial society."

These are the words of some young people today. Listen to some others. Recently a panel of young people from city high schools met to tell a group of educators from distant places what they thought schools should teach. They said they wanted to know how to understand themselves better and how to get along with other people. They were sure that if boys and girls knew each other better there would be, for one thing, more happy families in this country. The most articulate youngster in the group was a Negro boy from a Junior High School in Harlem; he was eloquent on the need for people of different races and religions to know one another better. These young people spoke, too, of the need for wider human relationships, of coming to know people whose faces one never sees. They warned us, their elders, against reading the papers that whip up hatreds and turn great nations against one another, and stressed how much we had to learn to make the machinery of a world organization work.

Recently I went out into schools. There is little sign that the voices of our youth have been heeded. Instead there are indications that the trends which were developing before the war to meet the needs of young people as here expressed are disappearing.

This is a time when the voices of students must be heard. Schools for the years ahead must indoctrinate for democracy—a democracy of action. There will always be a place for a study of the heritage of America, but the needs of our youth in an America of today must form the basis of education. We cannot know all the needs but we do know that our industrial country with democratic political institutions calls for intelligent citizenship, for active participation carrying full responsibility in school and community affairs. It demands a literacy that knows not only the words but the meaning back of words, read or heard. It means a schooling which will give each student a real place in it and help him to face the realities of his own world. He must have a share in planning his school life. There must be real work for him to do. Above all, he must learn more about himself, and about others, even to the corners of the earth.

The picture is not all black. We have reason to believe that we know the direction education should

*(Continued on page 30)*



# Some Trends in Higher Education

HAROLD TAYLOR

HIGHER education in America is gripped today by a deep feeling of guilt. We have discovered during the war years that we have not been working as hard as we could, and that our students can work much harder than they were formerly willing to admit. With atomic time swiftly ticking away, we wonder if we can still afford to send our students off to their own devices each summer for four months of the year, or if during the school year we can continue to allow young men and women to pick their way casually through a series of conveniently elected college courses.

Accordingly, there is a sense of sin abroad in the country, and the attitude of education to its students and its faculties has stiffened noticeably. The stiffening is most apparent in the matter of curriculum reform. The compulsory study of required courses has been adopted by many of our colleges today. This is being done, it is said, as a means of increasing the effectiveness of liberal education. The elective system under which students were free, more or less, to choose their courses of study has not provided, it is now held, a breadth of liberal knowledge, but only pieces of information about a number of things, of whose relationship to each other the student has seldom seemed aware. To meet this situation, educators have devised a scheme by which the body of knowledge which has been missing from the student experience shall be included in a set of general courses to be required of all students. By this means, educators have hoped to make certain that the gaps in knowledge, so often discovered in our young people, will be filled. The free choice of studies, then, has been restricted, the elective system modified, and a group of basic or "survey" courses in the humanities, the social sciences and the natural sciences is now to be found in many college curricula. Reports and announcements from Harvard, Princeton, Yale, Northwestern, Wisconsin and Colorado all indicate a move in this direction.

The change in curriculum is accompanied by another important trend, namely, the increased number of young men and women who wish to enter college. The increase has been created in part by the federal subsidy to young veterans. It is also brought about by the fact that during the war years, many young women were sent to college by their families with the funds which would earlier have been allotted

to the male members of the family. Young women have come to expect equality of opportunity with their brothers in this matter. The increase in numbers may also be due to a renewed feeling in our young people that liberal education can provide them with an understanding of themselves, and can help them find their places, vocationally and intellectually, in a confused world.

The reorganized curriculum will make it easier in some ways to deal with the increase in the student body, since the basic courses of study are for the most part identical for all, and student programs follow a more regular pattern than has been the case under the elective system.

I am not altogether happy about the current reforms in higher education. The need for a program which will be simple to administer in view of the increased student numbers can be granted; it is a practical necessity. But is our emphasis in solving this problem to be placed on the provision of basic courses or is it to be centered upon the development of the students through material appropriate to their needs?

In the collective industrial society into which we are now moving, the place of the individual has become more and more uncertain; with the variety of social pressures working on the individual, it is becoming more and more difficult for our young people to achieve a sense of personal significance. How are they to learn to understand themselves, how are they to achieve a sound sense of self? The pressures about them are all impersonally economic and impersonally social. We are working throughout our lives in government planning, in international planning and in all the other areas of planning in larger and larger groups. In our present-day universities, as classes grow larger and more impersonal, we offer large survey courses which have as their point of departure academic subject-matter rather than individual student development. We thus neglect the deepest need of the present generation—the need for a sense of personal significance.

The need for teachers and administrators alive to this task is urgent. We must find hundreds of new teachers from a variety of areas which up until now have not been explored. Some of the returning veterans have served as instructors in the Army and Navy, and have themselves experienced a breadth of



training which they could not have achieved in an institution here at home. They can give a new vitality to the teaching profession. Other teachers may be discovered among those who have not been subjected to the exhaustive and sometimes stultifying schedule of the doctor of philosophy degree.

We must bring the student and the teacher into closer relation, not by integrating the subject-matter which he studies into survey courses, but by helping the individual student to create his own philosophy and scheme of values in the company of his teachers. To do so, we must provide a sufficient number of able teachers to make personal relationships between teacher and student possible.

The colleges are profiting from the experiences of those of their students who had training and experience in the armed services and in war agencies. College entrance requirements have in some cases been revised to allow these unique persons, with all their special qualifications for higher education, to enter courses and programs which formerly were closed to them. A certain unavoidable liberalism is bound to creep further into college admission policies. The success of these special students will give further support to the important practice of weighting the aptitudes and abilities of the individual student and laying less emphasis upon the more formal requirements now demanded.

A good many of our young men and women are coming to college with financial help from their government. This will bring us numbers of young people who formerly would not have been able to attend a college. It will make it possible for those who would have attended in any case to spend more time in college and less in "working their way through" it. I believe that the success of the federal subsidy program will be so great that after the current grants expire, some kind of substitute program of scholarships will be considered necessary to sustain the flow of specially gifted people to our colleges. We must take steps to ensure that this happens.

Anyone who has seen at first hand the quality of college work performed by the seventeen-year-old boys who entered the Army and Navy programs will know that through a single device, that is, the financing of a three-to-five semester college program for all those whom tests showed to be particularly gifted, this country found a new college population which delighted its teachers and amazed its sponsors. We must not allow similar programs to stop simply because we are no longer at war.

Another encouraging development arising from the success of the service programs is the reaffirmation of our faith in liberal education. Those of our young men who had had a broadly liberal education proved themselves better able to learn specialized skills and better able to deal with new situations and personal problems than those without such an education. This kind of adaptability of our liberally educated college men was something we all assumed to be true, and hoped very much existed, but we had not as many ready examples to illustrate this belief as we now have. The values of liberal education have now been tested in action and have been found to be of a high order.

There is a difference in the character of the present generation of college students, veterans and non-veterans alike, due perhaps to the effect of living through the war, whether here in America, or abroad. The young people who are coming to us are serious. They want very much to study, and they are eager to know more. There is a great awareness among them of the importance of understanding social issues. For example, the student knows that the foreign policy of the American government affects him since it may involve him in more fighting. He is involved in domestic issues of all kinds, from the status of OPA to the possibility of military conscription during a year of his future. He is affected by wage-price legislation because of his status as a consumer and his stake in full employment. Each young man and woman subject to such social pressures, has become conscious of their effects. It is not surprising therefore that our young people want to understand their country, and are eager to learn how to occupy a place in its work and play which will make their own lives as happy and significant as possible. They are therefore more serious than ever before about their tasks and opportunities as students.

College educators are becoming aware of this fact and are realizing that the seriousness the students show often concentrates itself upon courses which will help young people to become much clearer about social issues and political actions, whether here in America or in international affairs. A good part of the reorganized curriculum emphasizes therefore the social sciences to a degree which was never before present in our colleges.

What effect will such changes as these in the philosophy and practice of education in the colleges have upon secondary schools and the general educational development of the country?



It may be expected that there will be a continuing increase in numbers of students going to college during the period of the next five years. The separation in educational terms which is made between those being prepared for college and those being prepared for "life" will tend to be less sharp, since more and more young people will assume that college is not only very important, but possible, and will want to be prepared for college. This matter is linked with curriculum development in the secondary schools. Who shall teach the basic survey courses? The argument given in college circles for introducing and now requiring these courses has been that since secondary schools did not give students a firm basis in the use of English, a foreign language, natural science, history and the social sciences, the colleges must take over that task with college students and remedy the situation as best they can. With basic studies in colleges now made compulsory, in the humanities, the natural sciences, and the social sciences, some co-ordination between secondary school and college education must be effected. Otherwise we are likely to find that the high school student well grounded in these areas will find his first two years of college a repetition in subject matter and method of high school work. One of the most tragic results of such lack of cooperative planning is that the young man or woman who comes to college with an eagerness to begin work in a new world of learning is not challenged by a different educational program, but rather feels himself repeating survey courses, in the social sciences and elsewhere, with which he is already familiar and which create no new problems which he is called upon to solve. It may be true that the college provides the best facilities for such basic courses, and that the high schools should plan for general education by the study of individual subjects. Certainly we are faced with what amounts to a national program of survey or "integrated" courses in our colleges, and it is now a question as to what adjustment the secondary schools will make to this fact. We must take care not to have a series of survey courses all the way from early high school to the second year in college, with too little emphasis placed on individual subjects of study. To "survey" is not to know.

Since the colleges have decided to do some of their work for them, it seems to me that secondary school education now has more freedom for experiment than it ever had before. How can it help in developing the emotional and social life of our young people? The purpose of high school education is

identical with that of college education, in producing mature individuals who understand our contemporary world. The objectives in this area which the colleges set for themselves are those at which the high schools must also aim.

A program of general education must be produced for high school students which will be important, useful, and liberalizing to all of them, without making their choice of studies dependent on whether or not they are to enter college. Our need is for breadth of thinking in our young citizens. However, some co-ordination of plans with existing college programs is essential. Some of the college materials and methods can be brought into the high school, as an antidote against what various educators refer to as "marking time" in the senior year of high school. Here is an area for important and significant experimentation on the part of our secondary schools.

If, at the same time, we assume that a more liberal admissions policy will be adopted by colleges, the secondary school program can become even more flexible. A solid body of research evidence has now been collected by various college Admission Boards to prove that flexibility in high school curricula produces candidates for college education who are not only equipped with a degree of knowledge sufficient to admit them to the higher learning, but have something extra, something which enables them to adapt themselves to some of the problems of higher education in an enlightened way. Here is a further area for experiment.

There is a pattern of family life now in the process of change which places more emphasis than ever before upon the need for cooperation of an enlightened kind amongst father, mother and children. In a new curriculum of higher education, the psychological and social problems of this cooperation in human relations need to be explored, the social rôles of husband and wife, father and mother, need to be studied freshly through courses which approach psychological theories and social thinking from the personal experiences of the young student. Without emphases of this sort the study of the subject-matter considered basic in liberal education may produce nothing but verbal acceptance of theory, producing little guide to action. The question liberal education must answer today is not what subject-matter an educated man should possess, but how he can find, through his interpretations of a variety of subject-matters, the most reliable guides to action which is wise and good.



# What Kind of Schooling for the Years Ahead?

SIDONIE MATSNER GRUENBERG

THE promise of elementary schooling for all the children of the nation, with a mastery of the three R's, has not been fulfilled in a hundred years of effort. Yet half the boys and girls who reached their eighteenth birthday in the year before Pearl Harbor had completed a four-year high school course. The schooling we have is wonderfully enriched in content compared to that of the past, and it serves the needs of a great variety of individuals including many who are not "book-minded."

The great gains point up the great lags still obvious in our present-day schools; but to the adults who have already benefited from them they point to great possibilities for the years ahead. More men and women are determined to understand school problems and procedures and to share responsibility for their children's education. Schools are increasingly ready to cooperate with parents in an honest effort to unify the children's experience. Many schools are deliberately reaching back into the homes of their pupils. Parent education has been officially included in the work of many state and city departments of education. Child guidance bureaus have been set up in our best school systems. Some schools regularly have trained social workers on their staffs.

The best modern schools not only work directly with the home, but take an active part in community life. They recognize that education for everyone goes on continuously all the time, not merely in childhood. Some rural schools have brought to all the homes an acquaintance with present-day understandings and practices for improving the day's work and also for healthier and happier living. Even in large cities, where the problems are complex, many schools have reached outward into the community, cooperating with other agencies in programs of recreation, crime prevention, intercultural relations, civic forums, and adult education.

Important as such advances may seem for the years ahead, some sections of the population systematically oppose wider extension of modern schooling. The opposition comes not merely from adherence to traditional concepts of education, but from the persistence of traditional notions of what education is for, even

in a modern society.

So long as we thought of our democracy as a free-for-all fight or an open race, it was enough to supply identical "opportunity" for all who would take it. In the years ahead, schooling must fit the needs of the many different kinds of individuals as a means of developing a common regard for personality everywhere.

So long as we thought of schooling as preparation for a familiar pattern of life, the traditions contained everything that the schools needed for their task—the opening up of ancient records and teaching children to read them. Today, our schooling must be flexible in its methods and must equip boys and girls for readjustment in a world of constant change.

What kind of common schooling will best preserve mutual regard of diverse personalities in a changing world? It will not be enough to revise textbooks by cutting out false doctrines or by bringing history and geography up to date. It will not be enough to add new courses on democracy and tolerance or business arithmetic for the Air Age. Something may indeed have to be taken away and much added, but the essential need is for a new spirit.

The great changes that have already taken place in our schooling were not arbitrary fads or frills, however unsuitable or inadequate they may have been in detail. They represented at each step an effort to meet new needs under new conditions. So far as parents are concerned, whether they favor or oppose the changes, the schooling has reflected over the years important changes in our homes, in our way of life, in our ways of earning our living, in our ways of using our new resources and our new-found leisure.

The great shrinkage in the average size of families from half a dozen or more children per couple to about  $1\frac{3}{4}$  has raised new problems. The reduction is, of course, related to extensive migration of families from farms to towns and from one part of the country to another. In most homes children have little chance to learn from those around them the important art of getting along with others of various ages on a basis of decent give-and-take, or of adjusting themselves to others without relying constantly on crying or fighting.



Whether we think of brotherly love or merely of respect for self and for others, the young child cannot learn what is necessary in human relations from a home lacking in brothers and sisters, or far removed from cousins. The need to furnish for the child companions of his own age led to the formation of day nurseries, nursery schools and after-school play groups. In these groupings, even if connected with regular schools, the programs and methods necessarily differ from those of the traditional classrooms. The purpose of the modern developments is definitely a home purpose—a chance for the child to grow and develop with other children and to get along with them, to learn to care for himself and his belongings, to play fair, to take turns, to consider others.

Because the smaller household has so little happening in it, the child has few opportunities to watch older people do significant things, to imitate them and eventually to share in useful work. It is only with the help of schools that most boys and girls can learn anything of the important skills or of the underlying commonsense of the day's work. Equally important is it for the child to learn the common human needs and purposes that lie behind the cans and boxes and jars from which the family withdraws its "consumer goods." Certainly only the schools are today in a position to get children to recognize in these commonplaces the far-reaching social and economic interconnection between the home and the rest of the vast yet shrinking world.

Women have rapidly moved out of the kitchen and nursery into all the trades and professions, into greater economic independence, and into growing influence in the community and public life. This great shift has been part of the general transformation of industry and of education. But it has in turn placed upon the school new tasks which the home can no longer perform. One of these tasks that is not generally accepted is that of training girls as well as boys for a great variety of practical work in our economic life. Our schooling must also orient everyone to the expectation that our changing technology will require changes from one kind of work to another: in the years ahead we shall have to make such shifts without too much resistance or hardship.

Still more important is it for everyone to recognize new educational needs in the home itself. In two generations, millions of men and women have broken away from the traditions by which families in the past cared for their children, guided their development toward independence and responsibility, and

prepared them to establish new homes of their own. Aside from the fact that our expanding sciences have taught us better ways to care for the mental and physical health of children and better ways to guide them, there remains here a real need. Many schools and colleges have brought to our youth the understanding and appreciation essential to maturity and eventual parenthood. In the years ahead, more provisions will have to be made for the millions of children who are today getting no suitable preparation for marriage and homemaking, either from the casual teaching in good homes or from deliberate programs of outside agencies.

Until quite recently, very little of the new scientific knowledge regarding the emotional and mental development of human beings, which is so important for the family and its members, has reached into homes. We should expect that the schooling in the years ahead would open up such important understanding and practices to everybody, for the everyday use of fathers and mothers and of people generally. For such education would help directly not only to enrich personal and family life for all, but also to improve the relations among all the members of the community.

In the years ahead, we shall want schooling to do certain things for all the children, regardless of the special arts and sciences and subjects and skills. We want schooling to prepare children for effective and satisfactory living with others and with themselves. It is necessary for all to develop attitudes and convictions that enable them to share actively in the life of a community, a nation, a union of nations made up of all kinds of people—different races, colors, religions, languages, tastes, customs. Such results do not come from the imparting of sound doctrines by good pedagogues. They come from a way of living with others from the earliest years, under guidance, and with progressively broader social experience.

For the years ahead, we want schooling that prepares young people for competent participation in the common affairs upon which society depends. We want schooling that gradually accustoms children to take responsibility, not merely to follow directions, and we want schooling that produces boys and girls who are self-reliant and reliable, characteristics suitable for a democratic society.

There can never be enough teachers to carry a modern, democratic program for all the children and their fathers and mothers. We must count on men and

*(Continued on page 30)*



# Parents' Questions and Discussion

The questions published here are selected, discussed and answered by the staff of the Child Study Association. The department is edited by Helen G. Sternau.

*What do you think of nursery schools? One has started in our neighborhood and I would like to send our little girl but my husband seems to think that babies belong at home. She is only two, but they are taking others her age.*

Nursery schools are good for some children, less so for others. It depends on the child and his home and on the quality of the school itself. In most cases it is better to keep a child at home until he is about three years old unless his mother has to work outside the home and there is no friendly adult who can care for the child. Two-year-olds, unless they are unusually mature, need a "one-to-one" kind of loving attention and quiet, relaxed surroundings. They do not feel entirely safe away from home and mother. In the very best nursery schools there are enough teachers and enough space to give two-year-olds what they really need. Many schools do not meet this standard and the children of this age may fare badly.

By the time a child is three he can usually profit from a good nursery school if he's strong and well and not unusually timid. Nursery schools, however, like other schools, differ greatly. A good one employs teachers specially trained for this work and a staff large enough so the children can be handled in very small groups. Even three- and four-year-olds need a great deal of personal attention and mothering from their teachers and the right to remain rugged individualists. They may not be ready for group rules and pressures. Good nursery schools have ample space indoors and out and equipment for many kinds of active and quiet play that not all homes can provide. Such schools guard the children's health carefully and they work closely with parents. Often they are very helpful to mothers who find young children hard to manage at home or who want time for other interests of their own. When children are ready to leave their mothers they benefit greatly from the companionship and varied play experiences that nursery schools provide and from the guidance of skilled teachers. Unfortunately,

however, most really good nursery schools are expensive and many parents cannot afford them.

Visit the new nursery school in your neighborhood and try to find out how good it is. You may want to send your daughter next year, especially if she is an only child and has few playmates. By that time your husband may agree that she is ready. Be very sure, before you decide, that you know what the school is like. A poor nursery school is very much worse than none.

*The school our children go to is too "modern" to suit my husband. Other parents, too, object to the general laxity and freedom. The children who go to more formal schools seem to learn more, and those who move away from our school have a hard time catching up. Isn't the old formal system of education better?*

If poor teaching and laxity in discipline masquerade as modern education, of course that's bad, and it's high time for parents and civic leaders to effect a change. If your school is really lax, it's quite likely that your teachers are not well trained, or that the supervision is poor. How good is your school board, and does the community vote enough money to support good schools? What training has your principal had and how much does he know of the philosophy of modern education? If your school is poor, try to find out what the trouble is, and do something about it. But don't blame modern education *per se*.

Many schools and teachers have found that informality in the classroom, work on special projects in which children are interested, and attention to individual needs result in better education. Children from good "modern" schools, both public and private, make an excellent showing in our colleges. The children are taught to think for themselves and to have initiative. But thinking for themselves doesn't mean thinking of no one else; having initiative doesn't mean dispensing with the three R's and a sound standard of work.

If modern methods have been carried out with intelligence, most children have no difficulty transferring from a less formal school to a more formal one, unless they are still very young. It may be confusing for a kindergartner who has been encouraged to express himself freely with finger paints to get

the idea when he enters the more formal school that he must color within the lines, or that skies must always be blue. Even first and second graders from less formal schools may find the adjustment difficult at first since the traditional schools start teaching reading and arithmetic sooner. Most "modern" schools do not catch up on these subjects until the end of grade II. This is not laxity, but deliberate educational planning. If you can manage it, try to keep your children in the same type of school until they are ready for third grade. If you can't, as certainly many of us can't, discuss your children and their previous education with the teachers in the new school and work with them to help your children make the change as easily as possible.

*Don't you think it is the school's responsibility to give sex education to youngsters?*

The best kind of education in sex comes gradually at home when the child's questions are answered simply, as they arise in the course of normal, day to day living. The school, too, can help children with a straightforward approach to sex. Even if a child comes from a home where sex is considered vulgar or embarrassing, the school can sometimes help him to accept it as a normal and desirable part of life. This is at best a matter for individual counseling, but even where no counseling staff is available a child may be helped to some degree by the wholesome atmosphere of a good school.

It is doubtful whether sex education should be given as a separate school subject. Sex instruction should rather be integrated with other subjects. There are many chances for a discussion of sex in connection with the work in biology and nature study, home economics, physical education, or literature, and for wise guidance in meeting the boy-girl problems which arise in every coeducational school. This, however, presupposes a healthy attitude toward sex on the part of all teachers and a willingness to recognize opportunities when they occur. It may take time, but this is a goal worth working for. If our schools are to be helpful in this sphere, they must be concerned with attitudes as well as facts, and attitudes are taught as much in what we skip as in what we say.

*Perhaps I'm old-fashioned, but I am not certain I approve of coeducation in high schools and colleges. We can afford to send our children to private schools and we wonder whether there might not be some advantages in having girls educated with girls, and boys with boys during these years.*

Educators can't seem to agree on this score. There's a good deal to be said on both sides. In this country most public schools are coeducational as are also many excellent private schools. Boys and girls need to learn to get on together in their work and play. They should share parties, dates, and other social good times. Coeducational schools insure this kind of normal experience for most boys and girls, but they have some disadvantages, too, especially in the high-school years. Most adolescent girls are more mature than boys of the same age and this creates problems in the classroom and in other school activities. Some schools recognize this frankly and plan programs of study and play which allow for these differences; but this is not easy, and many schools fail badly on this score.

By the time the youngsters reach college most of the boys have caught up in their development and there is less justification for separating the sexes. Perhaps it is harder to concentrate on study in a coeducational college, but many people feel that the more normal social life for young people offsets any possible loss of this kind. These older boys and girls usually have strong preferences for one or the other kind of college and these preferences should be carefully considered.

Parents had best be guided by the needs of their own children as individuals. There are some boys who especially need the challenge of a man's world in adolescence and who do best among boys. There are girls who need the stimulation of mixed classes—or the reverse. If you do choose separate schools for your boys and girls, be sure, however, to plan other ways for them to have plenty of outside social experiences with members of the opposite sex.

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## Suggestions for Study: What Kind of Schooling for the Years Ahead?

### GUIDING PRINCIPLES

#### I. EDUCATION FOR BETTER HUMAN RELATIONS

Education has depended far too much on words. They may serve to explain the past but they do not prepare us to meet the pressing problems of the future. If the world is not to be destroyed by hatreds and aggressions, education must concern itself with the emotional problems of people. Schools have too often been content to train students for subservience on the one hand, or competitive power on the other. Only a few have considered it



worth while to teach young people to work together in the cooperative solution of common problems. *We could educate a good human race if we stressed human relations as basic.* The most important learning in that area takes place in the family in the earliest years. Nursery schools can help to improve family relationships if they recognize that their task includes educating parents too. The nursery schools of the future must be "mother and child schools."

II. EDUCATION FOR DEMOCRACY

Public education has made tremendous strides in the past hundred years. Just because it holds such promise, we cannot be complacent with failures. We must continue to work for improvement. There are hopeful trends in our best modern schools, but there is also considerable opposition to the newer ways. Those who oppose the modern ideas in education seem to forget that schools today are faced with new tasks. They must educate many kinds of people to live and to work together. They must prepare people to adjust to a rapidly changing world. Passing on established tradition is no longer sufficient. Moreover, schools today must take over tasks which once belonged to the home. Because families are smaller, and because so much of the work of the world goes on outside our homes, children can no longer find all the experiences they need in the family group. Schools must teach them to live and work with other people. Schools must introduce them to work and its meaning in the life of the community. But these things cannot be taught by precept and text, or learned by an endless following of directions. They must be learned through living experiences under guidance, and by the gradual assumption of responsibility. It is this kind of experience which progressive schools have given their pupils so successfully.

III. SECONDARY SCHOOLS FOR THE YEARS AHEAD

What do young people ask of their education? When we talk with them we feel their earnestness and idealism. It is clear that they want help in understanding themselves and other people, and in finding better ways of cooperating to solve the pressing problems of society. But secondary schools, with few exceptions, are not giving them what they seek. They are offered cut and dried subject matter and there is little effort to help them explore their interest in the present-day world. A few schools have led the way in educating for an aware citizenship. This should become the pattern of all our secondary education.

IV. GENERAL EDUCATION FOR MORE STUDENTS

Our experience in training great numbers of people for specialized wartime tasks confirms again what educators have long felt to be true. *A general educational background is the best preparation for learning new skills when they are needed and for readiness to meet new problems as they arise.* There has been a renewed demand for higher education for great numbers of people and with the GI Bill to help, young people are flooding our colleges and universities. At the same time, there has been a new questioning, within the colleges, of their own work. This has led to curriculum reform in many cases. The trend is clearly away from the elective system and toward a required core of "liberal education." It is easy to understand the pressure for something easy to administer under present overcrowded conditions, but there are grave dangers in this trend. *We seem to be moving away from the deep needs of young people by this kind of mass prescription.* Students must be developed through materials suited to their own individual needs. *No ready-made survey will help a student to create his own philosophy.* Verbal acceptance of theory is no real guide to action. The educated man must ever seek for himself reliable guides to action which is wise and good.

QUESTIONS TO ANSWER

- 1. Would you welcome for yourself and your children nursery schools which made parent education one of their major concerns? What do you think of Mr. Marshall's suggestion that the attendance of mothers should be required?
- 2. How do you think elementary schools in your community could do more to help children learn to respect all people, regardless of color or creed?
- 3. What needs of young people do you think our high schools fail to meet today? What changes would you like to see?
- 4. Discuss President Taylor's contention that one cannot insure a liberal education for college students by requiring the study of any body of prescribed subject matter. What does he mean by "helping the student to create his own philosophy"?

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Democratic Education.....1946  
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# Science Contributes

## THE CRYING OF NEWBORN BABIES

C. ANDERSON ALDRICH, M.D.\*

Excerpts from an article, *Neonatal Crying*, appearing in *Hospitals*, April, 1946

THIS article is a summary of the work which has been done to decrease the amount of crying indulged in by babies in the neonatal ward at St. Mary's Hospital, Rochester, Minn.

The study was undertaken because of an increasing realization that the cry of the newly born infant is of considerable physiologic significance and because it was felt that in most institutions it was being treated, rather, as an inconsequential display of baby temper.

The cry of the newborn has an entirely different meaning from that of the older child or adult.<sup>1</sup> Most observers agree that the cry of the newly born infant, since he is incapable of voluntary activity, is entirely automatic. On the other hand, the cry of the four-year-old in a temper tantrum and the weeping of the adult are conscious and voluntary and may be the result of years of frustrating experience. But although the cry of the newly born infant is a purely reflex act, it is full of significance and of the utmost importance.

In the first place, through the vigorous respiratory movements which accompany it, the initial expansion of the lungs takes place and the lifesaving activity of breathing begins. Every obstetrician recognizes this first, gasping cry as a welcome sign of efficiency in a baby.

This primary function decreases rapidly in value during the ten days to two weeks of gradual pulmonary inflation, so that after that time it is no longer correct to say that a baby needs to cry to "exercise his lungs." But there is another function of neonatal crying which persists much longer and which is highly important; namely, its use as an indication of need and as a warning signal to parents.

The infant's automatic controls turn on the cry whenever the organism is threatened; when he is hungry, cold, wet or under the influence of pain, when he hears loud sounds or loses his equilibrium, and probably when he feels the need for fondling. These facts are easily demonstrable to anyone who wishes to take the time to observe an infant.

In some instances, as in the startle reaction to sounds and loss of equilibrium, the cry is associated with other more complex behavior patterns of a stereotyped form. The cry is always accompanied by random thrashing of arms and kicking of legs, so much so that an appreciable percentage of the babies in nurseries have "kicking abrasions" on their heels or knees which require bandaging.

Under aboriginal conditions of life, a baby's safety and growth were absolutely dependent on adult response to his warning signal, the cry. In prehistoric times, mothers undoubtedly responded to it almost automatically with nursing, application of warmth, fondling and other essential securities. Obviously, in the past, it was through this answer to their cries that babies were able to satisfy these basic needs. And since modern babies cannot appreciate that they are born in an enlightened age of safety and specialized medical attention, they still use this inherent mechanism to make sure that their needs are fulfilled.

Incidentally, it seems to me that this early compulsive cry should be classified as one of the disappearing reflexes like the startle, tonic-neck, grasping, and swimming reflexes. These are all present at birth, presumably have some evolutionary significance, are activated by definite stimuli and may be demonstrated in all healthy babies. In normal infants they disappear after the first few months of life. Their persistence is evidence of cerebral retardation.

Be that as it may, vigorous crying is obvious evidence of a young infant's competence. It shows that he is able to do his share in coping with adverse conditions. It is a signal meant to be heeded. Conversely, then, prolonged or undue crying by the newborn is evidence of the incompetence of his caretakers. It shows that, somehow or other, our techniques have not been able to meet his vital, physiologic needs.

The idea that the cessation of crying which occurs when a baby is picked up and fondled proves that he is "spoiled" has been repeatedly stated and is deeply ingrained in lay and medical belief. While this idea sounds plausible, it is not based on sound reasoning,

\*Dr. Chieh Sung, Dr. Catharine Knop, Dr. Mildred A. Norval, Dr. F. Venegas, Mrs. Margaret Burchell, Miss Geraldine Stevens, R.N., and Miss Helen Bell, R.N., all contributed to the four articles referred to in this summary and acknowledgment is hereby made of their collaboration.



because a newly born baby is still functioning on a subcortical level. That he can have enough intelligence to lie in bed and figure out that if he cries he will be fondled again seems highly improbable. The cessation of his cry which follows attention merely proves that fondling is gratifying to a baby even in his automatic stage; it is undoubtedly another reflex of the newborn.

My colleagues and I have been trying, then, to study the crying habits of newly born babies under the conditions which are imposed on them in a modern hospital nursery, hoping that with these facts as a basis we may learn how to meet the physiologic needs of these young individuals better at a most important and critical stage of their growth. At present, in spite of all the care that has been given to the newborn, the highest mortality rate occurs in the first two weeks of life. The problem of the proper management of the newborn has by no means been solved.

Nothing in this report is presented in a faultfinding spirit, since the nursery at St. Mary's Hospital is decidedly superior to most infant wards. If any adverse judgment is warranted, it should be applied to a certain unresponsiveness and even indifference to the fundamental physiologic needs of babies which have undoubtedly grown up in the professional groups caring for them.

We observed the babies in the nursery for 30 days, during which time four watchers took turns during each cycle of 24 hours.

The nursery does not differ from any other modern nursery for the newborn. It is air-conditioned and soundproof. The walls are light colored and the room is thoroughly adequate for the number of babies accommodated. There was an average of 20 babies in the ward during the period of observation each day and the nursing personnel consisted of two graduate nurses who were responsible for the teaching of student nurses in addition to their regular duties. As a rule three student nurses were on duty from 7:30 a.m. until 10 a.m. and usually two were on duty for the rest of the day. At night, the supervision of the nursery is in charge of the obstetrics night supervisor.

The nursery routines call for taking the babies to their mothers every four hours, beginning twelve to eighteen hours after birth, except for the 2 a.m. feeding, which is omitted before lactation occurs.

While glucose water is given after all early nursings, no complementary feedings are prescribed until

the breast milk is demonstrated to be inadequate after the mother has been in the hospital for a week. Adjustments to a baby's apparent needs by changing to a three-hour schedule are sometimes made when it seems advisable.

The babies are weighed daily before and after nursings and the temperature is taken twice daily. No baths are given in the nursery, although water and mineral oil are employed in cleaning the perineum and buttocks when they become soiled.

Our data show clearly the reciprocal relationship between nursing care and the amount of crying. They also bring out an unexpected development, namely, irregularity of feeding time in a well-regulated nursery, a fact which clearly influences the amount of crying, as will be shown later.

For the entire thirty days in the hospital, we found that the average crying time per baby per hour ran from 1.3 to 11.2 minutes and that the total amount of crying per day was 113.2 minutes, or almost two hours. The amount of crying could be shown to reflect quite accurately the nurses' activities during the day rather than any physiologic rhythm of the babies.

The peak of crying in this nursery community occurred in the period from some time before midnight to 2 a.m., a time at which the two student nurses, supposedly having finished the 10 p.m. feedings and the necessary charting, are required to clean the workroom and its floor, the head nurse's room, and finally the nursery. Perhaps when very few babies are to be taken care of, these two student nurses are able to do the cleaning and to care for the babies without difficulty. But when the number of babies is above average, the nurses simply cannot do both. The period of most crying corresponds exactly to the period when nursing care is at its minimum.

A pivotal point, so far as nursing care is concerned, is 5:30 p.m. From around 4 p.m. onward, the nurses have to summarize the day's work and get ready to hand it over to the student nurses who come on duty. At 5:30 p.m. the whole regular nursing staff retires and two or three student nurses start to work.

The 6 p.m. feeding time is drawing near but has to be delayed until about 7 o'clock because of the mothers' supper trays. The comparative paucity of nursing care and the delayed feeding build up the hunger sensations in the babies to the second highest peak in the crying picture.

Following the peak of crying from 4 p.m. to 7 p.m., the next period of three hours—from 7 p.m.

to 10 p.m.—was comparatively quiet. This gradually rose to the highest peak of the day, from 10 p.m. through midnight, as has been mentioned.

A study was also made to determine whether the babies cried from contagion because they were living in a community or whether the crying was an individual matter with each baby.<sup>2</sup> This study seems to show that it is quite unlikely that crying is contagious from one baby to another in spite of the fact that their hearing is quite acute.

We analyzed our information from the point of view of the individual babies.<sup>3</sup> We wanted to know not only how crying was distributed throughout each day but also something about its variations during the first eight days of life.

Of the fifty charts made of crying activity as compared with nursing care during the first eight days of life, I have chosen two for discussion, that of the quietest baby and that of the most vociferous. The baby who cried the least during her hospital stay, cried a total of 386 minutes for the eight days, or 48.2 minutes per day. The baby who cried the most, cried 1,947 minutes during the eight days, or 243 minutes per day, five times as much. The average hourly crying per infant during the eight days was a total of 936 minutes, or 117 minutes per day.

Having established the marked variation in amount of crying time of different babies, that is from 386 to 1,947 minutes, it seemed worth while to study a frequency curve showing the distribution of the fifty babies in relation to the total number of minutes that they cried. This shows the majority falling in the middle range.

The recorded causes of crying were only an estimate dependent on the judgment of the observer and, therefore, cannot be considered absolutely accurate. The causes observed were hunger, vomiting, soiled or wet diapers and unknown reasons. Our method of investigation was as objective as possible. A prolonged, intense crying spell in a kicking infant at feeding time, accompanied by sucking on his fingers or fist, was interpreted as due to hunger. A crying child, lying in his vomitus or in soiled or wet diapers, was charted according to the apparent reason. The rest of the crying was charted as due to "unknown causes."

Hunger and "unknown causes," according to our estimate, were the most important reasons for the crying of the babies. "Unknown causes" may seem to have a surprisingly high incidence but, if one remembers that infants at birth are individualists and that

present nursery routines are not adapted to efficient individual care, it is understandable that we could be at a loss to explain many of these expressions of unhappiness. The hunger cries were of longer duration than those due to unknown reasons.

Having found out how much crying took place in the hospital nursery, and having studied its causes from both community and individual aspects, we were interested to learn what happened to the babies at a slightly older age and under markedly changed environmental conditions in their homes.<sup>4</sup>

Instead of being subjected to the air-conditioned, brightly illuminated physical surroundings and somewhat routine care of the hospital nursery, the babies found themselves in a much more flexible environment at home. Individual care in the arms of his mother and prompt response to his needs were new experiences for each baby.

The mothers of all the babies studied were urged to investigate the cause for each crying outburst and to treat each cause appropriately. Furthermore, they were instructed to adjust the feeding schedule to the rhythm indicated by each baby, rather than to maintain a strictly prearranged regimen. It was explained to them that, even when the cause of crying was not evident, it was beneficial to pick up the baby and try a little fondling. The soothing use of rocking chairs and lullabies was suggested.

Forty-two mothers sent back forms with data duly filled in as to the amount of crying and its causes. The average number of prolonged crying spells (over three minutes) per day for each individual baby was tabulated. We were immediately impressed by the figures because they were so much lower than those presented in our previous studies on the situation in the hospital nursery.

The most significant fact revealed by this study of the babies at home was that on the average the babies cried many less times in the home than in the hospital nursery. An average baby in the hospital nursery had 11.9 prolonged crying episodes a day, while at home the number dropped to 4.0 per day. Home and mother would appear to be definite aids to the comfort of the babies.

It is interesting that more crying episodes were given a definite explanation by the mothers than by the hospital observers. In our previous hospital nursery survey, 48.5 per cent of all the crying spells were described as due to "unknown reasons," while in this home study only 19.8 per cent of prolonged episodes were so classified. Hunger accounted for

*(Continued on page 29)*



# New Books for Children

Some Suggestions for Christmas

by the Children's Book Committee of the Child Study Association of America

THE books mentioned here are selected as an aid in Christmas shopping. A more comprehensive list of the year's books will be published in pamphlet form in the early spring. These books as well as others are on exhibit at the Association's headquarters.

## CHRISTMAS STORIES

**CHRISTMAS STOCKING.** By Dorothy W. Baruch. Illustrated by Lucienne Bloch. Scott. \$.50. A boy and the exciting things he finds in his stocking make a small toe-of-the-stocking picture story for the youngest.

**PEDRO: THE ANGEL OF OLVERA STREET.** Written and illustrated by Leo Politi. Scribner. \$1.75. A little Mexican boy in Los Angeles leads the traditional Christmas procession. Appealing illustrations. (5-7)

**A LITTLE CHILD.** By Jessie Orion Jones. Illustrated by Elizabeth Orion Jones. Viking. \$2.00. The Christmas story, in carefully chosen Bible verses. Enchanting pictures of children from different races in a Christmas pageant. (5-8)

**WHILE SHEPHERDS WATCHED.** By Marguerite Vance. Illustrated by Nedda Walker. Dutton. \$1.00. About a boy and his ancient donkey, discarded by the boy's father, but accepted to serve the Christ Child. (5-8)

**ONCE THERE WAS A LITTLE BOY.** By Dorothy Kunhardt. Illustrated by Helen Sewell. Viking. \$2.50. Tender and spiritual story of Jesus as a little boy, making Bible times real for today's children. (8-10)

**GIFT OF THE EARTH.** Written and illustrated by Pachita Crespi. Scribner. \$1.25. Three little girls of Costa Rica and their beloved doll in a Christmas Eve and all-year-round story with native illustrations. (8-10)

**A GRANDMA FOR CHRISTMAS.** By Alta Halverson Seymour. Illustrated by Janet Smalley and Jeanne McLavy. Westminster. \$1.00. A family Christmas in Norwegian tradition, with colorful peasant pictures. (8-10)

## FOR THE YOUNGEST Ages Two, Three and Four

**I HEAR.** By Eleska. Eleska, Inc. \$1.50. A first picture book done in gay colors on soft linen.

**THIS IS THE WAY THE ANIMALS WALK.** By Louise Woodcock. Illustrated by Ida Binney. Scott. \$1.00. Humorous pictures suggest "let's pretend" fun. Simple rhythmic text in a sturdy book.

**JUST LIKE YOU: ALL BABIES HAVE MUMMIES AND DADDIES.** By Evelyn Beyer. Illustrated by Dablov Ipcar. Scott. \$1.00. Pictures show how various animal parents love their babies just as Peter's mummy and daddy do.

**TOBY'S HOUSE.** Written and illustrated by Lois Maloy. Grosset & Dunlap. \$.50. Bright colored pictures and slight text about animals and their homes.

**BIG BROTHER AND LITTLE BROTHER.** By Marion Mazer Lister. Illustrated by Edna Mazer Rosenberg. Rinehart. \$1.25. A day in the life of a little boy and his baby brother. Delicate drawings in red and blue.

**JONATHAN BANGS SAID "NO."** Written and illustrated by Loris Corcos. Lothrop. \$1.00. Simple picture-story of a small boy and the sounds he makes and hears.

**DADDIES: WHAT THEY DO ALL DAY.** By Helen Walker Puner. Illustrated by Roger Duvoisin. Lothrop. \$1.50. Gay verse and lively descriptive pictures tell how different daddies spend the working day.

**THE LITTLE FIRE ENGINE.** Written and illustrated by Lois Lenski. Oxford. \$1.00. Here's Mr. Small again, this time as a brave fire-fighter, in another perfect picture-story to delight his young admirers.

**THE BOATS ON THE RIVER.** By Marjorie Flach. Illustrated by Jay Hyde Barnum. Viking. \$2.50. All kinds of boats in a big bright picture book with the repetitive pattern young children love.

**JACOBLE TELLS THE TRUTH.** Written and illustrated by Lisl Weil. Houghton Mifflin. \$.85. Gay folk tale about little Jacoble whose large imagination almost brought him much trouble.

**RAIN DROP SPLASH.** By Alvin Tresselt. Illustrated by Leonard Weisgard. Lothrop. \$1.50. Striking, modern pictures and a little text in a fascinating book about a rainy day.

**LITTLE FUR FAMILY.** By Margaret Wise Brown. Illustrated by Garth Williams. Harper. \$1.50. Tiny book with a real fur jacket and miniature pictures about a cozy woodland family.

## Ages Five, Six and Seven

**RHYMES ABOUT THE CITY.** Written and illustrated by Marchette Chute. Macmillan. \$1.25. Lively, friendly, and simple verse on subjects familiar to the city child.

**THE MAN IN THE MANHOLE AND THE FIX-IT MEN.** By Juniper Sage. Illustrated by Bill Ballantine. Scott. \$1.50. Lively story and amusing pictures of the workmen who go underground, up telephone poles and everywhere to keep cities and homes going.

**THE RUNAWAY SHUTTLE TRAIN.** By Muriel Fuller. Illustrated by Doratheia Dana. McKay. \$2.00. Hilarious modern fantasy set in New York's subways. Colorful, exciting pictures.

**THE LITTLE GREEN CAR.** By Caroline Emerson. Illustrated by Paul Galdone. Grosset & Dunlap. \$.50. Brightly illustrated story of a little car's misadventure with a taxicab, complete with happy ending.

**THE TAXI THAT HURRIED.** By Lucy Sprague Mitchell, Irma Simonton Black and Jessie Stanton. Illustrated by Tibor Gergely. Simon and Schuster. \$.25. A taxi's adventures in a busy city make a fine contemporary tale with pictures full of action and color.

**MR. PLUM AND THE LITTLE GREEN TREE.** By Helen Earle Gilbert. Illustrated by Margaret Bradfield. Abingdon-Cokesbury. \$1.75. A quiet shoemaker visits the mayor to save the tree he loves. Warm and humorous.

**THE LEAKY WHALE.** By Laura and Jack Johnson. Illustrated by Charles Darby. Houghton. \$2.00. Hilarious tale and pictures of a disabled whale who saves a ship and is awarded a fine red patch by the grateful crew.

**PRETZEL AND THE PUPPIES.** By Margaret Rey. Illustrated by H. A. Rey. Harper. \$1.00. Adventures of Pretzel, the world's longest dachshund, engagingly told in comic strip manner.

**AT DADDY'S OFFICE.** By Robert Jay Misch. Illustrated by Roger Duvoisin. Knopf. \$1.50. Mary's day at Daddy's office told in clear text with big pictures.

**TWELVE O'CLOCK WHISTLE.** By Jerrold Beim. Illustrated by Ernest Cricblow. Morrow. \$2.00. A little boy learns how automobiles are made in an unexpected

visit to the factory where his father works. The pictures help explain.

**THE NEW HOUSE IN THE FOREST.** By Lucy Sprague Mitchell. Illustrated by Eloise Wilkin. Simon and Schuster. \$.25. A family builds a real house in the woods near animal friends, in an appealing story.

**FARM STORIES.** By K. and B. Jackson. Illustrated by Gustaf Tenggren. Simon and Schuster. \$1.50. Delightful stories, verses and many colorful pictures about children and animals on an old-fashioned farm.

**RED MITTENS.** Written and illustrated by Laura Bannon. Houghton. \$1.50. A happy little boy and his farmyard friends in a gayly illustrated story.

**TIMOTHY TURTLE.** By Al Graham. Illustrated by Tony Palazzo. Welch. \$2.00. The humorous adventures of an ambitious turtle told in rollicking verse and gay, sprawling drawings.

**THE HORSE THAT TAKES THE MILK AROUND.** By Helen Sterling. Illustrated by Marjorie Hartwell. Watts. \$1.50. Appealing picture book about little episodes in the day of the milkman's horse.

**THE KITTENS' A B C.** Written and illustrated by Clara Turlay Neuberry. Harper. \$2.00. Superb cat drawings in an A B C picture book with gay verses that will entice beginning readers.

**JELLY AND GEORGE.** Written and illustrated by Fritz Willis. Rodd. \$1.00. How a kitten got the name Jelly, and the story of his friendship with George, the mouse. Enchanting pictures and text.

**A KITTEN'S TALE.** Written and illustrated by Audrey Chalmers. Viking. \$1.50. Adorable pictures and a warm tale of a kitten who finds a home.

**THE BRAVE BANTAM.** By Louise Seaman. Illustrated by Helen Sewell. Macmillan. \$1.00. Lively story of an energetic and useful little hen. More than just a barnyard story.

**THE DOG THAT CAME TRUE.** By Darrell Huff. Illustrated by Connie Moran and Diana Thorne. Whittlesey. \$1.25. An imaginary dog is better than none for William until he gets a real pet. Convincing and appealing.

**MOTHER PENNY.** By Gertrude Robinson. Illustrated by Casbie Babcock. Dutton. \$1.00. Beautiful writing in this winsome tale of a family of wild ducks in Maine.

**THE LITTLEST REINDEER.** By Johanna DeWitt. Illustrated by Phoebe Erickson. Children's Press. \$1.00. Tender story of a young reindeer who longs for big antlers. Arctic atmosphere in fine illustrations.

**THE LITTLE ISLAND.** By Golden MacDonald. Illustrated by Leonard Weisgard. Doubleday. \$2.50. Simple melodious prose and unusually beautiful illustrations tell a story with deep meaning.

**ANGEL CHILD.** By Val Teal. Illustrated by Pelagie Doane. Rand. \$1.00. Endearing story of a very human baby angel and an angel of a baby. Parents will enjoy this happy fantasy, too. Delectable illustrations.

**JOHNNY AND HIS WONDERFUL BED.** By Elizabeth Townsend. Illustrated by Raffaello Busoni. Stephen Days. \$2.00. A magic bed leads Johnny into exciting adventure. Action pictures.

**PANCAKES FOR BREAKFAST.** Written and illustrated by Grace Paull. Doubleday. \$1.75. A winter vacation on the farm, filled with fun, work, animals—and, of course, pancakes.

**LITTLE-BOY-DANCE.** By Elizabeth Willis DeHuff. Illustrated by Gisella Loeffler. Wilcox & Follett. \$1.00. An Indian boy tires of ceremonies and runs away. Timeless story of a lost boy happily found. Appropriate illustrations.

**PINOCCHIO.** By C. Collodi. Adapted by Allen Chaffee. Illustrated by Lois Lenski. Random. \$1.00. The beloved story adapted and made gentler for younger children. Superb, colorful pictures add a joyous note.

## FOR THE ELEMENTARY YEARS

*Ages Eight, Nine and Ten*

**A POCKETFUL OF RHYMES.** Edited by Katherine Love. Illustrated by Henrietta Jones. Crowell. \$1.75. Fun, fantasy and nonsense in fine verse, from Shakespeare to the Benét's. Sprightly drawings.

**MR. NIP AND MR. TUCK IN THE AIR.** By Caroline D. Emerson. Illustrated by W. C. Nims. Dutton. \$2.00. The beloved little creatures of *The Hat Tub Tale* return for further busy, humorous adventures that will delight a new audience.

**FREDDY THE PIED PIPER.** By Walter R. Brooks. Illustrated by Kurt Wiese. Knopf. \$2.00. Our old friend, Freddy the Pig, saves the day again in a hilarious new volume. Inimitable Kurt Wiese illustrations.

**THE MAGIC SHOP.** By Maurice Dolbier. Illustrated by Fritz Eichenberg. Random. \$1.75. Spontaneous fun in a modern fairy tale of children's magical adventures.

**THE ADVENTURES OF ARAB.** Written and illustrated by Louis Slobodkin. Macmillan. \$2.50. Fun, fantasy, and many imaginative pictures about a merry-go-round horse who escapes from the park.

**THE HEAVENLY TENANTS.** By William Maxwell. Illustrated by Ilonka Karasz. Harper. \$2.00. Fantasy and humor in a warm family story of the people and animals of the Zodiac that come down to run the Marvel's farm. Not a book on astronomy but for the imaginative child. Superb collaboration between artist and author.

**CAP'N DOW AND THE HOLE IN THE DOUGHNUT.** Written and illustrated by LeGrand. Abingdon. \$1.00. How the doughnut got its hole is the theme of a riotous nonsense story with a salt sea flavor.

**MY DOG RINTY.** By Ellen Tarry and Marie Hall Ets. Illustrated by Alexander and Alexandra Allend. Viking. \$1.50. The city boy's perennial problem of taking care of a dog, in a warm story of home life in Harlem. Beautiful photographs.

**WHITEY AND JINGLEBOB.** Written and illustrated by Glen Rounds. Grosset & Dunlap. \$.50. Good story, characterization and cowboy talk in a gay American picture book.

**PENNY AND PETER.** Written and illustrated by Carolyn Haywood. Harcourt. \$2.00. The day-by-day story of Penny is continued with the warm atmosphere and detail which children love.

**BRIGHT APRIL.** Written and illustrated by Marguerite deAngeli. Doubleday. \$2.50. Sensitive story of a little Negro girl in a white community. Exquisite water colors.

**SAMMY.** By May Justus. Illustrated by Christine Chisholm. Albert Whitman. \$2.00. The folksy flavor of the Tennessee mountains spices this tale of childhood.

**BAYOU BOY.** Written and illustrated by Eleanor Frances Lattimore. Morrow. \$2.00. Pleasant happenings in a family of Negro children in the creek country of Louisiana.

**MARTA THE DOLL.** By Eloise Lowmsbery. Illustrated by Marya Werten. Longmans. \$2.00. Charming story, with a Polish farm background, of a girl's devotion to her doll.

**PAJI.** By Esther Kiviat. Illustrated by Harold Price. Whittlesey. \$2.00. Instead of carving elephants for tourists, a little boy in Ceylon makes beautiful statues. Fine writing in a distinguished book.

**POCAHONTAS.** Written and illustrated by Ingri and Edgar Parin d'Aulaire. Doubleday. \$2.50. The dramatic story of our own Indian Princess told in beautiful lithographs and simple text.

**CLARA BARTON: GIRL NURSE.** By Augusta Stevenson. Illustrated by Paul Laune. Bobbs-Merrill. \$1.50. The courage and selflessness that helped little Clara overcome her shyness, reflected in the exciting childhood of America's first nurse.

(Continued on page 20)



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The story of the Flight into Egypt retold for children simply and beautifully. Ages 6 to 10. Black and white illustrations by Nedda Walker. \$1.00

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author of "Make Way for Music," and "Evenings With Music"

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Boy of the Northland  
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Colorful story of two boys in Thirteenth Century England. Ages 8 to 12. Illustrated in color by Nedda Walker. \$2.00

### IMPS and ANGELS

by JANE GILBERT

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### CHITTER CHAT STORIES

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### HOW THE PILGRIMS CAME to PLYMOUTH

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**STAR MOUNTAIN AND OTHER LEGENDS OF MEXICO.** By Camilla Campbell. Illustrated by Ena McKinney. Whittlesey. \$2.50. The deep legendary heart of Mexico in beautiful narrative and decorative pictures.

**BIG MUSIC OR TWENTY MERRY TALES TO TELL.** Chosen by Mary Noel Blecker. Illustrated by Louis S. Glanzman. Viking. \$2.50. Charm and humor in folk tales and legends from many countries. Pleasantly illustrated.

**TALES OF MANY LANDS.** Edited by Alice Schneider. Illustrated by Erika Weibs. Citadel. \$2.50. A wealth of folk tales, mostly gay and humorous, rich in the flavor of their homelands, with spirited illustrations.

#### FOR THE INTERMEDIATE YEARS

*Ages Ten, Eleven and Twelve*

**PRINCE GODFREY.** By Halina Gorska. Illustrated by Irena Lorentowicz. Roy. \$3.00. Knightly tales, beautifully written and in fine format, make a new classic for King Arthur enthusiasts.

**IMPS AND ANGELS.** By Jane Gilbert. Illustrated by Nedda Walker. Dutton. \$2.00. The days of the cathedral builders come to life in this vivid, exciting story about a boy and a secret. Just-right pictures.

**DRAGON PROWS WESTWARD.** By William H. Bunce. Illustrated by Lorence Bjorklund. Harcourt. \$2.00. Fast-moving and deeply thrilling account of a Viking lad and his Indian friends in Leif Eriksson's Vineland.

**THE GIFT OF THE GOLDEN CUP.** By Isabelle Lawrence. Illustrated by Charles V. John. Bobbs-Merrill. \$2.00. Adventures on sea and land plus a romance make this story of Julius Caesar's niece and nephew come thrillingly alive.

**CAPTAIN JOHN SMITH: THE LAD FROM LINCOLNSHIRE.** By Ruth Langland Holberg. Illustrated by Ava Lisbeth Morgan. Crowell. \$2.00. Sound historical and biographical background in a thrilling story of the founder of the Jamestown colony.

**AMERICA'S PAUL REVERE.** By Esther Forbes. Illustrated by Lynd Ward. Houghton. \$2.50. A famous life and great American story memorably presented in vivid prose with superb illustrations.

**THE WONDERFUL DAY.** By Elizabeth Coatsworth. Illustrated by Helen Sewell. Macmillan. \$2.00. Sally grows to young womanhood in this pleasantly exciting story of Colonial Maine, the third of a fine series.

**MICHAEL'S VICTORY.** By Clara Ingram Judson. Illustrated by Elmer Wexler. Houghton. \$2.00. The building of a railroad in an exciting story presenting the contributions of the Irish to the growth of America.

**WILD WATERS.** By Lewis S. Miner. Illustrated by Raymond Lufkin. Messner. \$2.00. Lively and authentic adventures of a cub pilot on the Mississippi.

**UNDERSTOOD BETSY.** By Dorothy Canfield. Illustrated by Catherine Barnes. Holt. \$2.00. A welcome new edition brings back to attention one of America's cherished classics—a profound yet simple story of a childhood in Vermont.

**DANDELION COTTAGE.** By Carroll Watson Rankin. Illustrated by Mary Stevens. Holt. \$2.00. Reprint of a minor classic, the lovable story of four delightful girls and their adventures in a real play cottage.

**BLUE RIDGE BILLY.** Written and illustrated by Lois Lenski. Lippincott. \$2.50. Lively, understanding story of a North Carolina mountain boy and his music-making, one of a regional series. The pictures carry out the folk-feeling and humor.

**GIANT MOUNTAIN.** By Frances Fullerton Neilson. Illustrated by Mary Reardon. Dutton. \$2.00. Warm and moving tale of a boy and his dad as part of a real backwoods Adirondack community.

**OLD CON AND PATRICK.** By Ruth Sawyer. Illustrated by Cathal O'Toole. Viking. \$2.00. A boy's gallant fight against polio described in terms of children's own experiences. Stirring and very readable.

**STARLIGHT.** By Regina J. Woody. Morrow. \$2.00. Fine, perceptive story of a young girl whose love for horses helps her to achieve true maturity.

**THE WONDERFUL YEAR.** By Nancy Barnes. Illustrated by Kate Seredy. Messner. \$2.50. Sensitive account of a girl's twelfth year, full of lively incident and quiet wisdom.

**THE LION'S PAW.** By Robb White. Illustrated by Ralph Ray. Doubleday. \$2.00. Three children's adventures in a sailboat through Florida canals to the Gulf, in a story packed with sea detail. Convincing, fast-moving.

**MAKE WAY FOR A SAILOR!** By Nora Benjamin Kubie. Illustrated by Harve Stein. Reynal & Hitchcock. \$2.00. A boy and a sailboat, a clammng expedition, a rescued hermit and a wild race make a most enjoyable story.

**AUGUSTUS HITS THE ROAD.** Written and illustrated by LeGrand. Bobbs-Merrill. \$2.00. Another hilarious adventure for this wandering family. This time they set up a plaster knickknack works in a trailer.

**THE SECRET OF BALDHEAD MOUNTAIN.** By Martin Colt. Illustrated by John C. Wonseller. Messner. \$2.00. Sabotage of a tunnel project starts Bill and Roger on further exciting experiences.

**RIVER BOY OF KASHMIR.** By Jean Bothwell. Illustrated by Margaret Ayer. Morrow. \$2.00.

**THE THIRTEENTH STONE.** By Jean Bothwell. Illustrated by Margaret Ayer. Harcourt. \$2.00. The sights and sounds of modern India are brought vividly close in these two distinguished stories about youngsters of varied background.

**GIGI IN AMERICA.** By Elizabeth Foster. Illustrated by Phyllis Coté. Houghton. \$2.00. Our friend, the fascinating merry-go-round horse from Vienna, finds more strange, exciting adventures in America.

**MISS HICKORY.** By Carolyn Sherwin Bailey. Illustrated by Ruth Gannett. Viking. \$2.50. How an apple-twig doll spends an eventful winter makes an enchanting story with much woodland lore unobtrusively included. Unusually apt pictures.

**THE WILD DOG OF EDMONTON.** By David Grow. Illustrated by Ellen Segner. Reynal & Hitchcock. \$2.00. Sensitive and exciting story of a boy's love for his dog, the courage it engenders and its unforeseen results.

**MOUNTAIN PONY.** By Henry V. Larrow. Illustrated by Ross Santee. Whittlesey. \$2.00. A boy and his horse help track down a notorious band of Wyoming game rustlers in a rousing action story.

#### FOR OLDER BOYS AND GIRLS

*Ages Twelve and Older*

**QUICKSILVER BOB.** By Corinne Lowe. Illustrated by David Hendrickson. Harcourt. \$2.00. The life of Robert Fulton told with great distinction against a vivid 18th century background.

**SUN YAT-SEN.** By Nina Brown Baker. Illustrated by Jeanyee Wong. Vanguard. \$2.50. Sympathetic and honest biography of the founder of modern China makes its present day problems understandable.

**HAYDN: A GOOD LIFE.** By David Ewen. Illustrated by Marion R. Kobs. Holt. \$2.75. A well-told biography of the "Father of the Symphony," with extracts from his music and an excellent list of records.

**DR. MORTON: PIONEER IN THE USE OF ETHER.** By Rachel Baker. Illustrated by Laurence Dresser. Messner. \$2.50. Poignant story of the discovery of anesthesia and a man's lifelong struggle for recognition.

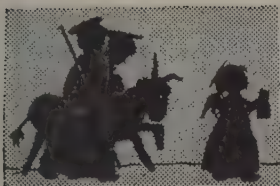
**DOCTOR ELIZABETH.** By Laura Kerr. Illustrated by Alice Carsey. Nelson. \$2.50. Absorbing biography of Elizabeth Blackwell, pioneer woman doctor and founder of a hospital.

**GLAMOROUS DOLLY MADISON.** By Alice Curtis Desmond. Dodd, Mead. \$2.75. Dolly Madison comes alive in this story of the Quaker girl who became mistress of the White House and a dominating influence in Washington life.

(Continued on page 22)



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- TOPFLIGHT: FAMOUS AMERICAN WOMEN.** Edited by Anne Stoddard. Illustrated by Béla Dankovszky. Nelson. \$2.50. Appropriately titled, this collection of biographies of successful modern women reads like high adventure.
- VAGABONDS ALL.** By E. K. Setb-Smith. Illustrated by Anne Vaughan. Houghton. \$2.00. Swashbuckling adventures of a real boy and a band of wandering beggars in Shakespeare's England.
- BLACK RIVER CAPTIVE.** By West Latbrof. Illustrated by Dwight Logan. Random. \$2.50. Indian warfare and early Rangers in an outstanding and breathless pioneer story.
- JONATHAN GOES WEST.** By Stephen W. Meader. Illustrated by Edward Shenton. Harcourt. \$2.25. Stirring adventures in the old West. A fast-paced story by a master of this style.
- HEART OF DANGER.** By Howard Pease. Doubleday. \$2.00. The indomitable spirit of people who fought the Nazis underground, their resourcefulness and courage, in a thrilling tale of one boy's personal conflict and triumph.
- THE KID COMES BACK.** By John R. Tunis. Morrow. \$2.00. A favorite baseball hero of fiction makes the difficult transition from war and injury to a comeback on his team in a story full of action and human drama.
- TIGER AT CITY HIGH.** By Joseph Gollomb. Harcourt. \$2.00. Straightforward, though somewhat over-dramatized account of young people's struggle for power in a modern high school, with all its personal and social implications.
- THE KINGDOM OF FLYING MEN.** By Frederic Nelson Litten. Westminster. \$2.00. Veterans of the air-force pool their skill and courage in a commercial venture in cargo-carrying which brings dangers and triumphs.
- QUEST OF THE GOLDEN CONDOR.** Written and illustrated by Clayton Knight. Knopf. \$2.50. Two boys and their father seek Inca treasure by boat and plane down the coast of South America in a fast-moving tale.
- THE BURMA ROAD.** By Douglas Coe. Illustrated by Winfield Scott Hoskins. Messner. \$2.50. Kipling's glamorized "Road to Mandalay" thrillingly transformed by an American engineer to serve as China's lifeline.
- UNDERGROUND RETREAT.** By Maribelle Cormack and Pavel Bytovetzski. Illustrated by Margaret Ayer Reynal & Hitchcock. \$2.50. Young people in war-torn China, and the cross-currents of Chinese ideologies fighting for survival, make an absorbing and moving story.
- TALES OF THE GAUCHO.** By W. H. Hudson. Edited by Elizabeth Coatworth. Illustrated by Henry C. Pitz. Knopf. \$3.00. Romance, adventure and wild life of South America in magnificent prose for the mature young reader.
- JUNGLE JOURNEY.** By Jo Besse McElveen Waldeck. Illustrated by Kurt Wiese. Viking. \$2.50. The jungle of British Guiana and its tribes in a lively account of exploration and human relationships.
- THE MYSTERY OF THE TURQUOISE FROG.** By Ruth-erford Montgomery. Illustrated by Millard McGee. Messner. \$2.00. Exciting story among modern Navajos where the struggle against ignorance and superstition provides part of the adventure.
- TRADITION.** By Anne Emery. Illustrated by Ruth King. Vanguard. \$2.50. Good romance plus the challenge of Japanese-Americans in a community proud of its tradition make a thoughtful, readable story.
- ALONG JANET'S ROAD.** By Alice Dalgliesh. Illustrated by Katherine Milbous. Scribner. \$2.50. An English girl growing roots in America, leaves teaching to become a children's book editor. (Sequel to *The Silver Pencil*.)
- TRIUMPH CLEAR.** By Lorraine Beim. Harcourt. \$2.00. Touching story of a girl stricken with polio who finds new horizons through the understanding and friendly atmosphere of Warm Springs.
- GOING ON SIXTEEN.** By Betty Cavanna. Westminster. \$2.00. Sensitive and satisfying presentation of the efforts of a shy, withdrawn girl to make a full life for herself at home and at school.
- CLEMENTINE.** By Peggy Goodin. Dutton. \$2.50. A warmly humorous and perceptive account of the "growing pains" of a lively, adolescent girl.
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- THE BOOK OF INDIAN-CRAFTS AND COSTUMES: HOW TO MAKE AND USE THEM.** By Dr. Bernard S. Mason. Illustrated by Frederic H. Kock. Barnes. \$3.00. Photographs of Indian costumes and crafts and instructions for making them, in a stimulating and beautiful book. (12 and over)
- YOUR MANNERS ARE SHOWING: THE HANDBOOK OF TEEN-AGE KNOW-HOW.** Written and illustrated by Betty Betz. Verses by Anne Clark. Grosset & Dunlap. \$2.00. Amusing pictures and rhymes enliven wise and witty advice of the kind teen-agers need and want. (12 and over)
- GODS AND HEROES: MYTHS AND EPICS OF ANCIENT GREECE.** By Gustav Schwab. Translated by Olga Marx and Ernst Morwitz. Pantheon. \$6.00. Translation of the German classic, re-telling Greek myths in all their beauty and cruelty. Rich reference book. (14 and over)
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# Youth on the Radio

TEEN-AGERS are making a serious bid for attention on the airwaves today, on both the listening and the receiving ends. All over the country young people are putting on programs of their own that are listened to with interest and pleasure by their contemporaries: variety programs, music, forum discussions. Besides entertaining their youthful listeners such programs give many young people their chance to be heard, and to develop their own talents in the radio arts. Junior Town Meetings in many communities serve a valuable purpose for future citizens by inviting high school boys and girls to exchange views on world affairs or on school and community matters.

On the networks two teen-age programs are noteworthy. *It's Up To Youth* (M.B.S. Wednesday evenings at 8:30 E.S.T.) airs young timers' own problems of the common or garden variety: what to do when younger sister edges you out on dates; rivalries in the family; school-girl crushes. A dramatized situation opens the way for four selected high schoolers to have their say about what the characters in the drama should have done in a case like that. Last year, as a sustainer, this program dealt courageously with controversial social issues, inviting young people's discussion of them. Now, under sponsorship, it has veered to the more personal problems of young people themselves. These are well handled, and though no profound wisdom results, the very airing of these matters will strike a responsive chord in the listeners and that is wholesome and helpful. While the sponsored version lacks the social significance of its original it has picked up a most welcome professional touch. It is both sprightly and serious and should enjoy a wide audience.

Lighter entertainment by teen-agers themselves is the variety program *Junior Junction* (ABC—Saturday mornings, 10:30-11). A competent orchestra of youngsters conducted by an eighteen year old girl provides excellent music between fashion chit-chat, advice to the lovelorn, tips on dates, and so on. It's definitely on the gay side, and doesn't take itself too seriously; but the helpful hints are really valid, and the whole is sound, youthful entertainment.

*Juvenile Jury* is not. (MBS—Saturday evenings, 8:30 to 9.) It is neither sound nor youthful, though it does seem to be entertainment if one can judge by

(Continued on page 32)



## Old Abe, American Eagle by LORRAINE SHERWOOD

With illustrations in 4 colors by Katherine Milhous

The unusual and true story of the eagle that became the mascot of a Wisconsin regiment during the Civil War, and captured the imagination of people everywhere. Lorraine Sherwood told it on her radio program and everybody wanted a book about it. Here is the book, and it's filled with pictures too!

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AT YOUR BOOKSTORE

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# Book Review

*The Child from Five to Ten.* By Arnold Gesell, M.D. and Frances L. Ilg, M.D. Harper & Bros. 1946. \$4.00.

This is so comprehensive and important a study, that it would not be possible to attempt a summary in a brief review. In reading it, one is repeatedly impressed and somewhat overwhelmed by the wealth of observational data which has been gathered and organized in the interest of the best education of children at home and in school. And while one attempts to integrate the facts and the meanings into one's own system of ideas concerning the essential nature of child growth, two questions arise persistently: What are the underlying concepts of behavior which determined the way in which the material was organized and the nature of the implications drawn? What can be the most significant use of this impressive work?

Growth is, of course, a problem in sequence. In this study of fifty children, the observable behavior of the children on tests, in school, as reported by parents, and so forth, has been taken as the most significant data for the illumination of how children grow from age to age. The growth gradient chapters, in which the behavior of the children is outlined with respect to Motor Characteristics, Emotional Experiences, Self and Sex, Play and Pastimes, present an ordered array of naturalistic observations that, *per se*, recall real children to the reader at once. The sequence of increasingly complex behavior is demonstrated at the end of each chapter.

To those who regard behavior as an end-product of an inner growth process, this kind of data will have importance as raw material only. One primary question is seldom answered or raised in this study; namely, what does this behavior signify in relation to the basic needs at this stage? Or another, what does this behavior mean as experience to the child? In contrast to the concept of growth inherent in this study, there is an increasingly familiar approach to the problem of seeing growth in sequence that is concerned primarily with the basic impulses, wishes and needs of children, the expanding challenge which they see in life and the residue of life-experience of which overt behavior is only one part. Involved in this approach is the integration of the principles of dynamic psychology with the observation of behavior.

In this study, the patterning of the behavior se-

quence is treated as the essence of growth, almost as though the sequence itself is an answer to why children behave as they do. One gets this impression especially in the interpretative sections where the dominance of maturational factors and even more generally—Nature—appear as explanatory factors. The extent to which this work remains fundamentally a behavioristic study, even though it deals with complex personal-social variables in behavior, is evident from a quick glance at the appended bibliography. The names of Freud, Horney, Lewin, Murphy, Isaacs, Griffiths and such other investigators who have studied behavior in terms of its relation to motivation and the dynamic mechanisms of the unconscious are conspicuously lacking.

The following quotation from the chapter on Play shows the extent to which the authors wish to keep their distance from the whole area of the symbolic meaning of behavior. The function of play is restricted to that of clarifying reality. The additional use of play by means of which the child tries to solve active conflicts by playing them out symbolically is denied.

"However, his unreasonable behavior does not necessarily denote either sadism or an incest complex. Even when he jabs a rubber doll in the stomach and tears out the rubber eyes, it does not automatically follow that these acts are symbolic. Among normal and relatively normal children play tends to be practical and experimental in its essence. Even in the play of phantasy the child projects his private mental images in a practical spirit. He manipulates them in order to organize his concepts of reality, and not to deepen his self-illusion. Even his imaginary companions are amazingly serviceable devices, and so he uses them pragmatically—until he is old enough to dispense with them. This is one more evidence that play has a positive role in the drama of development."

The process of acculturation is one of the focal interests of the authors. The relation between growth, education and living in a democratic society is articulated in many sections of the book and the authors clearly favor less authoritarian adult-child relations, as well as less competitive child-child relations. Yet, the relationship between social-cultural factors and child behavior is never brought into clear focus. The children of the group studied are described briefly in a single paragraph leaving the reader completely



unknowing as to elements of the sub-culture in which they live—their family mores or the “atmospheres” of the two schools which they attended. The detail of the situational influences impinging on the children can only be guessed at, leaving open and unanswered the question—behavior in response to what? This omission is the more important as a growth study extends beyond motor and intellectual activities into gradients having to do with the growth of the child’s personality, and his relations to people. It is more serious in the middle years than in the nursery years or in adolescence, since middle childhood is exactly the period in which the child is reacting most forcibly to the mores of the particular child sub-group in which he lives. To be sure, the authors caution the reader not to take this behavior as standard behavior for all children. Would it not have been more effective, in the name of scientific thinking, to describe the essential situational factors to which the children were responding, as far as these can be known or generalized? Here again the dominance of the idea of maturational causation probably accounts for the readiness of the authors to read sequence of growth out of behavior alone rather than out of the behavior-in-a-situation formula.

Many of the discrepancies between the age placements for behavior as presented (such as cheating, manners, response to punishment), and what *seems* appropriate age placement in the minds of the reader must certainly have to do not only with individually deviate factors but with differing situational influences.

A wealth of data, such as has been collated in this study, hangs heavy on the hands of the investigator, requiring a scheme of organization or interpretation that makes the multitude of separate items fall into place. In this study, chronological year levels are used as levels of maturity, with year used as though it were the name of a child: Nine does this, Eight acts this way. This typifying of the behavior tends to keep the material more age-bound than the authors intended, according to the introductory remarks which precede the cross-sectional age characterizations, admonishing readers not to use these summaries as age norms.

The theme that is intended to hold the separate threads together is a challenging and important one: that “there are alternations of relative equilibrium and of transitional disequilibrium. . . .” Although the idea of alternating phases of more and less integration is not a new one, it is applied more systematically in this book than it has been heretofore and

apart from life-history delineation of a particular individual. Thus, Five is an “age of equilibrium . . . a nodal age,” Six “is in a bi-polar phase . . . , less integrated than he was at three years,” the Seven-year-old is once more in an absorptive and assimilative phase, the Eight-year-old “shows more initiative and spontaneity in going out to meet the environment,” Nine is a period of “self-motivation . . . and mounting indifference to his elders . . . ,” Ten is a stage of “re-orientation,” another “nodal age.”

When we consider, from the authors’ own standpoint, the differing rates of growth even in the area of motor activities, when we take seriously the repeated admonitions not to consider the maturity traits as rigid norms but rather as steps in a progressive sequence, then it becomes difficult to accept this regular, annual shift in quality of integration of experience. If this alternation is established, then it merits further analysis and more explanation in terms of the inner lives of children than is yielded through attaching it to successive chronological years.

With respect to the guidance implications of this study, perhaps the most important idea is that of the self-corrective trends of growing children. Throughout the book the authors make a plea to parents to accept the changing phases of children’s behavior. In fact, they feel that an awareness of the natural fluctuations in growth sequences will of itself become a basic guarantee that a parent can accept a child. This point of view undoubtedly has great positive value in emphasizing the idea of the importance of readiness in relation to experience, and, also, in reassuring parents enough so that they will be able to wait for their children to emerge from some of the disturbed phases of their development. There is room to question, however, how justifiable it is to assume that guidance can afford to rest on this one pillar of detailed awareness of the sequence of behavior. Here again one looks without finding it for more analysis of the importance of goals in the area of guidance, and the even greater necessity for parents and teachers alike to understand the meaning of behavior in order to be in a position to guide the child in terms of his deepest inner needs, not merely to wait for him to pass successive series levels of maturity.

Actually, the outcome of the developmental philosophy presented is a good one as far as it goes, representing an accepting, tolerant, gentle attitude toward children. Without going farther than it goes, it leaves practice on the level largely of common sense.

BARBARA BIBER

*Bank Street Schools, New York City*

# News and Notes

## *Acute Shortage of Teachers*

The National Education Association reports in a September, 1946, release that universal public education is today menaced by an acute shortage of teachers, a shortage so acute that not only will some rural areas be without schools, but students from city schools have been sent home for lack of instructors.

The basic facts of the emergency appear to be the following: A war-time shortage in the supply of teachers is still increasing at the present time and is greater than during any year of the war. The shortage promises to continue through an indefinite number of years unless it is promptly met more realistically. Last year 108,000 teachers with substandard emergency certificates were employed in American schools. During the war period 60,000 positions were dropped. This year, the number of emergency teachers will be much greater.

Since Pearl Harbor, at least 350,000 public school teachers have left the profession. As a result, in addition to unfilled positions and substandard preparation, the schools all over the country are now operating with more inexperienced teachers than in many years.

Low salaries are only one of the factors in the situation of shortage wherein the profession is failing to attract a sufficient number of competent persons. At present, education cannot compete favorably for personnel with business, industry, civil service and even military service. Contributing factors are housing shortages for married and unmarried teachers, increasing teaching loads, frustrating working conditions, and lack of normal social life. Teacher college enrollments are failing to recover sufficiently fast from a war-time decline of fifty per cent.

An acute shortage in college and university personnel is also being developed by an increase of college enrollments over the pre-war figures of 1,400,000 students to an estimate of over 2,000,000 college students for 1946-47.

The emergency in teacher supply and preparation is now a major crisis of our national life. Better, not less qualified, more, not fewer teachers, are needed to prepare elementary, secondary and college students to meet the domestic and world problems that lie ahead.

## *Ohio and Toronto Conferences*

On October 11, Mrs. Anna W. M. Wolf, senior staff member of the CHILD STUDY ASSOCIATION and also Editor of the department *Our Children* in *The Woman's Home Companion*, was the keynote speaker at the Ohio Conference on "The Preschool Child," which met at Cleveland, Ohio. The title of Mrs. Wolf's address was "Preschool Experiences for Personality Development." She stressed the importance of parent education as a necessary part of any effective child care center.

From Cleveland Mrs. Wolf then went on to Toronto for a two-day institute of The Parent Education Committee of the United Welfare Chest. Here she addressed a wide variety of groups representing family agencies, public health nurses, recreation agencies, parent education conveners. She also addressed a group of parents and social workers at a large evening meeting on "The Emotional Needs of the School Age Child."

Dr. William E. Blatz, head of the Institute of Child Study of the University of Toronto, entertained Mrs. Wolf at a tea which was followed by an informal address by Mrs. Wolf to the staff of the Institute and students in training.

In all of these meetings, Mrs. Wolf emphasized the need for continuous training for all those working with families. She urged that the avenues to psychiatric research be kept wide open and that psychiatrists themselves should be urged to take part in training courses. Individual parent counseling as an inevitable part of all family case work was discussed in detail with special emphasis on the personality qualifications and training of counselors.

## *Children's Film Library*

Eric Johnston, president of the Motion Picture Association, 28 West 44th Street, New York, N. Y., announces the recent establishment of the Children's Film Library, which plans to make available to exhibitors all over the country a special series of feature films which can be shown to children in Saturday morning programs. During August, 882 prints of 28 feature reissues were made for showing at the beginning of the current school year. The reissues include some of the movies which children

(Continued on page 28)



# Pamphlets and Booklists

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Send check or money order, with five cents additional for postage, to Publications Department

Child Study Association of America, 221 West 57th Street, New York 19, N. Y.

## NEWS AND NOTES

(Continued from page 26)

have enjoyed for the past twenty years. If the project proves a success with children, parents, and theatres, the list of titles will be expanded. The 28 pictures thus far selected follows:

Blondie Brings Up Baby, Five Little Peppers and How They Grew, Five Little Peppers in Trouble, Young Tom Edison, The Human Comedy, Adventures of Huckleberry Finn, The Hoosier Schoolboy, The Barefoot Boy, Alice in Wonderland, Little Miss Marker, Mrs. Wiggs of the Cabbage Patch, Two Thoroughbreds, Anne of Windy Poplars, Anne of Green Gables, Sis Hopkins, Young Buffalo Bill, Jane Eyre, The Poor Little Rich Girl, Rebecca of Sunnybrook Farm, Three's a Family, Knickerbocker Holiday, Song of the Open Road, The Underpup, Sandy Gets Her Man, The Mighty Treve, Green Pastures, A Midsummer Night's Dream, and The Prince and the Pauper.

### *National Conference on Juvenile Delinquency*

The National Conference on Juvenile Delinquency, called by the U. S. Attorney General's Office, was held in Washington, D. C., on November 20, 21, and 22. A report from the Home Responsibility Panel of the Conference, of which Mrs. Sidonie M. Gruenberg was a member, pointed out the importance of making individual home life the concern of the entire community. "It is cheaper for a nation to provide helpful living conditions for its children than to maintain them in correctional institutions," the report stated.

Dr. Mary Fisher Langmuir, president of the Child Study Association, was appointed vice-chairman of the Home Responsibility Panel. Miss Ruth Mallay, editor of *CHILD STUDY*, also attended the conference.

Reports of some of the section meetings will appear in the Winter issue of *CHILD STUDY*.

### *Know More About the United Nations*

Parents and teachers may obtain, for ten cents each, two pamphlets giving extended information on how to help children understand the work of the United Nations. Write the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., for *Aids to Teaching About the United Nations*, and *Teaching About the United Nations Charter*.

### *Tested Toy Laboratory*

The Tested Toy Laboratory, 17 East 42nd Street, New York 17, N. Y., is a link between the manufacturer and the child. New toys are "tried out" on children in the home, in schools, and on playgrounds, and suggestions are made to the manufacturer on ways of improving his product before he markets it. The Laboratory is interested also in receiving ideas for the manufacture of new toys. The originator whose idea is accepted will be paid by the manufacturer on a royalty or cash basis. The Advisory Board of the Tested Toy Laboratory includes among others: Dr. Augusta Alpert, consulting psychologist; Mrs. Sidonie M. Gruenberg, Director, Child Study Association of America; Dr. William H. Kilpatrick, Professor Emeritus, Teachers College, and Dr. Harvey Zorbaugh, New York University.

### *Child Development Research*

The annual conference of the Child Study Association of America has been announced for March 10, 1947, at the Hotel Roosevelt, in New York City. The topic for the conference will be "Recent Research in Child Development." There will be three sessions, beginning at 10 a.m. At the first session Dr. René A. Spitz will be the speaker, and will show a film on the effects of institutionalization on young children. Dr. Mary Fisher Langmuir, president of the Child Study Association, will be the chairman.

The luncheon session will begin at 12:30. Clifton Fadiman will be the chairman, and Dr. Langmuir will preside. Dr. Benjamin Spock will be the guest of honor, and Dorothy Canfield Fisher and Lyman Bryson will be the speakers.

The afternoon session, with Lawrence K. Frank as chairman, will be on recent research on the school age child. The speakers will be Dr. Arnold Gesell and Dr. Ernst Kris.

For further particulars, write to the Child Study Association, 221 West 57th Street, New York City.

### *Music Club for Children*

The Young People's Record Club Inc., 295 Madison Avenue, New York 17, N. Y., is issuing a regular monthly series of recordings for children, two to about twelve, selected by Dr. Howard Hanson, Professor Douglas Stuart Moore, Dr. Randolph Smith, and Genevieve Taggard. Annual subscription fee is \$10.50.



## CRYING OF NEWBORN BABIES

(Continued from page 16)

32.5 per cent of the crying episodes in the hospital nursery study, but the figure rose to 55.3 per cent at home. Perhaps the reduction in "unknown" episodes was due to the fact that the individualized care eliminated some of those needs to cry; hence fewer unexplained spells.

However, it is significant to note that in the home study a relatively high percentage of crying spells was still unexplainable to observers as close to the babies as their own mothers. This poses a challenge to us for further research and insight into the subject.

Following these studies, with the wholehearted co-operation of the nursing staff and the hospital administration, changes were made in the nursing and floor routine, more nurses were added and care of the babies was more individualized. Crying among the newborn was reduced about fifty per cent.

Considering the helpless condition of a newly born baby, we feel that increasing the amount of the effective nursing care available to these infants is justified. We seem to be approaching the optimum, but still further changes will decrease the crying.

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<sup>3</sup> Aldrich, C. A.; Sung, Chieh; Knop, Catharine; Stevens, Geraldine and Burchell, Margaret: The crying of newly born babies: II. The individual phase. J. Pediat. 27:89-96 (Aug.) 1945.

<sup>4</sup> Aldrich, C. A.; Sung, Chieh; Knop, Catharine: The crying of newly born babies: III. The early period at home. J. Pediat. 27:428-435 (Nov.) 1945.

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## The Children's Book Committee

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invites its members to the opening of its

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## SECONDARY SCHOOLING

(Continued from page 5)

take to develop the citizens for our time. Our problem is to develop more teachers and school administrators who will go "all-out" to educate a democratically minded generation.

What are some of the requirements for an educated citizenry? First, because so large a part of our time is spent in living with people, we must devote more time in school to learning how to do it well. Learning to understand one's own self, and growing to maturity in our complicated society, would come first. As youth learns to know himself, he must be helped to know how to live with his family and with his classmates and friends. Then, he must go "across the railroad tracks," to know people in other income levels, and to know, live with and understand people of other races, religions and nationalities. We have to go even further than that. We have to get the vicarious understanding and knowledge of people whose faces we will never see—people across the seas, in other lands. I am sure that with such understanding we could break through many of the barriers which keep us apart today.

The second thing our youth must know more about is the work of the world. Moreover, they must know about the work of the world not at second hand but because they have *done* some of the work of the world. I think all our boys and girls have to dirty their hands doing a job and all kinds of jobs. In this way we might begin to work, through all the experience we have and all the understanding we have, toward the second greatest problem we face, which is an understanding of the relations between the owner and the worker in our society.

The third thing that I would have every student in our junior high schools and secondary schools learn is how to live in a democracy and how to practice the ways of democracy. The students would learn to function as citizens, as they learned about the heritage and tradition of our American democracy. It can be done, and it is done, and the degree to which it is done determines the extent to which we have maturing, self-reliant, dependable young people.

## SCHOOLING FOR THE YEARS AHEAD

(Continued from page 10)

women unable to qualify as teachers under any licensing system, but who have, in addition to their special talents and training, a desire to share their skills or appreciations or knowledge with others—children or adults—who want to learn. All sorts of specialists are successfully teaching their arts and crafts or their hobbies in schools as well as in less formal settings. The army and navy learned to use as teachers men who had been almost anything else. Many parents today are glad to give their time to supplement or improve the schooling of their children and their fellows. Many teachers have discovered now that the most significant aspects of their equipment for helping young people came from outside the schools in which they were trained—from working democratically with others in a common project, as happens in a modern school.

Experience both in this country and abroad, especially during the war, demonstrated repeatedly the superiority of a comprehensive program of work and study and play for producing the very results which are the main goals of traditional schooling, namely, the learning that comes through spoken or written words only.

Cooperative studies by schools and colleges in this country have proved that children from good progressive schools stand high scholastically. They succeed fully as well in their academic work in college as do their contemporaries from traditional schools, and they outstrip them in those activities that demand initiative, creative ability, and group planning. These are just the qualities that are most needed for the years ahead.

The best of the experimental schools work in the spirit of those basic human relations found in a good home, where the controls are benevolent and aimed at the liberation and enrichment of each one. Such schooling is in harmony with what wise parents want for their own children and for all those others with whom their children will have to live.

## CHRISTMAS SEAL SALE

The 40th Annual Christmas Seal Sale begins on November 25 of this year and continues until Christmas. Christmas seals on every letter and package is a Christmas custom today. Tuberculosis continues

to be the No. 1 disease killer among persons between 15 and 35 years of age. The important work of the National Tuberculosis Association which sponsors this drive needs your continued support.

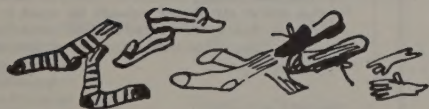


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## YOUTH ON THE RADIO

(Continued from page 23)

the fact that it has a large audience. Questions are sent in by young people, questions which have to do largely with children and with parent-child relationships. The opportunity to be helpful to listeners, many of whom are parents, is therefore enormous. It seems a pity this opportunity is missed completely. The questions are bandied about by a group of children from six years up, too young to know that they cannot possibly know the answers, prodded on by an adult who obviously has neither the wisdom nor the training to know them. The youngsters respond by being flip and sophisticated, which the studio audience seems to find amusing. The questions occasionally verge on the vulgar (what to do when papa's snoring annoys mama?) and often put these young "experts" in an impossible position (what to do when mama takes money out of junior's piggy bank?). The whole is an unfortunate effort to be funny, which it achieves by exploiting the children who participate and undermining the very heart of good family relationships.

JOSETTE FRANK

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of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1946.

State of New York }  
County of New York } ss.

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared Ruth Mallay, who, having been duly sworn according to law, deposes and says that she is the Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher—Child Study Association of America, 221 West 57th Street, New York 19, N. Y.

Editor—Ruth Mallay, 221 West 57th Street.

Managing Editor—Charlotte Williams, 221 West 57th Street.

Business Manager—Charlotte Williams, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philanthropic educational corporation, without stockholders, 221 West 57th Street, New York 19, N. Y., Mrs. Mary Fisher Langmuir, President; Mrs. George Van Trump Burgess, Mrs. Frank E. Karelsen, Jr., Mrs. Max Mason, Mr. Ernest G. Osborne, Mr. W. Carson Ryan, Mrs. Hugh Grant Straus, Vice-Presidents; Mr. Beardsley Ruml, Treasurer.

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5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

RUTH MALLAY,  
Editor.

Sworn to and subscribed before me this 18th day of September, 1946.

MAX COPULSKY

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(Seal)